

Education in the Philippines

Part II

BY

Robert P. Cooney

In *Education in the Philippines Part I*, Mr. Cooney linked the 400 years of colonization of this island nation with the development of its education system. Education as a social institution was nonexistent in the Philippines prior to its conquest by Spain early in the sixteenth century, and then, for the 300 years of Spanish domination, consisted primarily of studies of Christianity and Spanish culture designed to perpetuate Spanish rule. In 1898, in the course of the Spanish-American War, the United States won colonial control and throughout the nineteenth century developed a centralized system of public elementary and secondary schools promoting English as the language of business and social unification. Higher education was left primarily to the private sector. When an independent Republic of the Philippines finally emerged in 1946, an educational structure modeled after that of the United States was firmly in place. In Part I Mr. Cooney explored the Philippines elementary and secondary schools in depth.

Tertiary Education

Filipinos share the aspirations of most people for higher education, both as an indicator of social status and as an avenue to economic advancement. Almost 20 percent of the nation's college age population is enrolled in some 1,158 tertiary level schools. Approximately 20 percent of the 1.8 million post-secondary students are enrolled in public institutions while the great majority, 80 percent, are in private sector schools. Of the total institutions, 320 are public and 838 are private, and just over one-half are four-year baccalaureate degree granting colleges and universities. The balance consists of two-year colleges and non-degree technical institutes.

Baccalaureate degree programs generally require four years and may include up to 60 or more general education units and a minimum of 120 to 160 credits for graduation, depending on the major. Commerce is the favored major of undergraduates, and accounts for 35 percent of all enrollees. Eighteen percent of all college students are in engineering programs

and another 12 percent in teacher education.

Very little emphasis is placed on promoting mathematics and the natural sciences, which together account for about two percent of tertiary degree students. While most programs are four years in length, programs of a technical nature, such as engineering, architecture, food technology, pharmacy, nursing, accounting, and music, require five years for the baccalaureate.

Graduate education is underemphasized. Less than three percent of all tertiary level students are enrolled in graduate courses, and very few institutions offer doctoral programs. Most graduate programs lead to the master's degree in teacher education or business administration. In general, master's degree programs require two years of study, including a minimum of 24 course credits and a thesis.

A number of universities in Manila offer the doctoral degree, primarily in business and education, but also in pharmacy, public administration, philosophy, psychology, social studies and literature. The University of the Philippines is the

preeminent doctoral level, research university, offering over 40 programs, including the natural sciences and mathematics. As in the United States, doctoral programs generally require a minimum of 24 course credits beyond the master's degree and the defense of a dissertation within a six-year period.

It has been estimated that fewer than 30 percent of faculty members at the tertiary level hold a graduate degree, due to the cost of graduate education and the shortage of graduate programs. (Zwaenepole, 1975) Within graduate degree programs, however, a third or more of all faculty members generally hold an advanced degree commensurate with the academic level of the program. The teaching load for faculty members at most colleges is five, six or more hours daily over a five-day week. Faculty research is negligible or non-existent at most colleges and many universities.

Some 75 percent of all four-year institutions are private, including 300 non-sectarian, proprietary schools. In a nation where educational resources are critically scarce, the profit motive of proprietary



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colleges is often regarded as antithetical to educational development, since academic improvement may be sacrificed for stockholder gain. Although this may be the practice of some profit-making school corporations, others such as the University of the East and Centro Escolar University in Manila, offer programs of good quality.

There are some 200 private, non-profit, mostly sectarian institutions, such as the well-known Ateneo de Manila, Santo Tomas, and De La Salle universities of Manila, which offer high quality programs. Generally, the private sectarian colleges and universities, some of which are subsidized by foreign organizations, offer the highest quality academic programs.

There are 154 public four-year institutions divided into two types. The first encompasses 76 technical schools featuring the arts, trades, and instruction in basic agricultural and scientific skills,

which are directly controlled by the Department of Education, Culture and Sports (DECS), but poorly funded through government allocations and of generally low academic quality.

The second includes the 78 autonomous state colleges and universities, which are chartered and funded directly by the National Legislature and controlled by local governing boards independent of the DECS. Some, such as the University of the Philippines, the Philippines Normal College, and Central Luzon State University, offer high quality academic programs, but many are marginal to low quality institutions, and a few are merely secondary level agricultural schools elevated in the past two decades to tertiary status by government fiat for political patronage rather than academic considerations.

Voluntary Accreditation

Voluntary accreditation was introduced under private auspices in 1957 to improve private sector higher education. The process of accreditation, including its emphasis on voluntary self-study and external peer review, was modeled closely on the process used by the regional accrediting associations of the United States, except that Philippines accreditation is offered only for academic programs or major academic divisions. Institutional accreditation, however, is being considered and may be introduced in the near future.

Voluntary accreditation is open to the programs of public colleges, although currently only those of private institutions are accredited. Almost 20 percent of all private four-year colleges and universities have sought and obtained accreditation for one or more of their academic programs.

There are three private accrediting associations: the Philippines Accrediting Association of Schools, Colleges and Universities, the Association of Christian Schools and Colleges Accrediting Agency,

and the Philippines Association of Colleges and Universities Commission on Accreditation.

As yet, there is no accreditation by agencies which evaluate only programs in a specialized or professional field, as there is in the United States. Two specialized agencies, however, are being developed by the Association of Philippines Medical Colleges and the Federation of Associations of Vocational Institutions in the Philippines to accredit programs in medicine and post-secondary vocational-technical education.

Approximately 85 percent of all accredited programs are in the areas of commerce, teacher education and the liberal arts. Other programs for which accreditation is available include engineering, law, nursing, social work, agriculture, maritime education, nutrition, hotel and restaurant management, computer science, medical technology, dentistry, and graduate arts and science.

The Philippines Accrediting Association of Schools, Colleges and Universities (PAASCU), founded in 1957, is the most active and well developed of

the three existing accrediting associations, having accredited over 190 programs in some 70 institutions. The PAASCU originated from the Catholic Education Association of the Philippines, a national professional association of Catholic schools and colleges. Although its institutional membership is still largely Catholic, the PAASCU is a separately incorporated organization and accredits programs in colleges and universities in all sectors.

The PAASCU accounts for over 80 percent of all accredited tertiary programs in the nation and has institutional members in every geographical region. Its highly developed policies and procedures are effectively implemented by a permanent, full-time administrative staff and a pool of over 100 academically experienced and well-credentialed evaluators.

The Association of Christian Schools and Colleges Accrediting Agency (ACSC-AA), an independent affiliate of the Association of Christian Schools and Colleges, was founded in 1972 to accredit programs in the primarily non-Catholic, Christian institutions of the ACSC. The

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PHILIPPINES *continued*

ACSC-AA is small, has no full-time staff and fewer than 30 well-qualified collegiate evaluators. By 1987, it had accredited some 25 programs in 11 colleges and universities.

The Philippines Association of Colleges and Universities Commission on Accreditation (PACU-COA) was initiated by the Philippines Association of Colleges and Universities in 1973 to accredit the programs of the association's member institutions, primarily non-secular, proprietary colleges and universities.

The operations of the PACU-COA also are limited. Currently the commission accredits some 27 programs in 10 tertiary institutions, almost all of which are proprietary schools in Manila and the surrounding areas of north and central Luzon.

The Federation of Accrediting Agencies of the Philippines (FAAP) is a separately incorporated private agency comprised of representatives of each of the three accrediting associations. The FAAP, which originated in 1977 in response to a national study of education that recommended government support of accreditation as a means of improving private, tertiary institutions, promotes and coordinates the activities of the three associations and serves as the liaison between the private accreditors and the national government.

The FAAP has been influential in developing common standards of accreditation for some programs and initiating evaluator training programs and limited resource sharing among the accrediting associations. It also is the agency responsible for recognizing new accrediting associations and certifying the eligibility

of accredited programs for government benefits.

The government currently supports the growth of voluntary accreditation in higher education. The DECS provides incentives of cash grants and progressively increased administrative and academic autonomy to private colleges and universities with programs which have attained one of four levels of accreditation, as defined by the DECS and certified by the FAAP.

The first level of accreditation permits programs in a pre-accreditation stage limited freedom from compliance with a few government orders, such as permission to offer summer programs and to conduct commencements without DECS approval. The second level, for programs which have acquired initial accreditation, guarantees priority in receiving DECS funding and allows for full financial and administrative deregulation, including the institutional right to set annual tuition rates and tuition increases for accredited programs without government approval.

The third level permits re-accredited programs that have demonstrated leadership in either the community or in specific academic fields to enjoy curricula deregulation and full academic autonomy. The fourth level, which is not fully implemented, confirms eligibility for annual government subsidies to institutions with programs that are comparable to those of international universities and dedicated to assisting the development of those of less prestigious institutions.

Voluntary accreditation of private college and university programs, therefore, is recognized by the government as a supplement to its regulatory

and supervisory roles, allowing the DECS to concentrate its resources on public institutions without compromising its Constitutional authority over education in all sectors.

A recent development indicating the importance of voluntary accreditation in the public as well as the private sector was the implementation in 1987 of plans by the Philippines Association of State Universities and Colleges (PASUC) to create a separately incorporated, private agency to accredit the programs of public state colleges and universities.

What was until recently considered a process for assisting private institutions has emerged in the public sector as a highly effective tool to help state colleges and universities improve academic standards. Thus, voluntary initiative has become an integral part of the government's national education development policy.

Although, as in the United States, accredited status does not denote a definitive level of institutional or programmatic quality, accredited programs in Philippines colleges and universities should be regarded as having met acceptable academic standards in the context of their institutional mission statements and the judgments of their peers.

Information regarding the Philippines accrediting programs may be obtained from:

The Federation of Accrediting Agencies of the Philippines
Concord Condominiums (7th flr.)
Salcedo and Benavidez Sts.
Legaspi Village
Makati, Metro-Manila
Republic of the Philippines

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TERTIARY INSTITUTIONS (1987)*

WITH PROGRAMS OF FAAP-CERTIFIED ACCREDITATION STATUS

Level III

Assumption College, Manila
Ateneo De Davao University, Davao
Ateneo De Manila University,
Quezon City
Central Philippines University, Iloilo
Centro Escolar University, Manila
De La Salle University, Manila
Immaculate Conception College, Davao
La Salette College, Santiago

Maryknoll College Foundation,
Quezon City
National Teachers College, Manila
Notre Dame of Dadiangas College,
Gen. Santos City
Notre Dame of Marbel College,
Koronadal
Notre Dame University, Cotobato
Siena College, Quezon City

St. Joseph's College, Quezon City
St. Louis University, Baguio
St. Paul College, Quezon City
St. Scholastica's College, Manila
Trinity College of Quezon City, Quezon
City
University of San Agustin, Iloilo
University of San Jose Recoletos, Cebu
University of San Carlos, Cebu

Level II

Aquinas University, Legaspi
Ateneo de Naga University, Naga
Ateneo de Zamboanga University,
Zamboanga
Cebu Doctors College, Cebu
Colegio de la Inmaculada Concepcion,
Cebu
College of the Holy Spirit, Manila
Cor Jesu College, Digos
Divine Word College, Calapan
Divine Word College, Tagbilaran
Divine Word University, Tacloban
Harris Memorial College, Manila
La Consolacion College, Manila
La Consolacion College, Bacolod

La Salle College, Bacolod
Lourdes College, Cagayan de Oro
Notre Dame of Jolo College, Jolo
Notre Dame of Kidapawan College,
Kidapawan
Philippine Christian University, Manila
Philippine Union College, Silang
Philippine Women's University, Manila
San Beda College, Manila
San Nicolas College, Surigao
San Pedro College, Davao
Silliman University, Dumaguete
Southern Baptist College, M'Lang
Southern Christian College, Midsayap
St. Anthony's College, San Jose

St. Louis College, San Fernando
St. Mary's College, Bayombong
St. Paul College, Dumaguete
St. Paul College, Manila
St. Paul College, Iloilo
St. Paul University, Cagayan
St. Theresa's College, Cebu
Union Christian College, San Fernando
University of Iloilo, Iloilo
University of Nueva Caceres, Naga
University of Santo Tomas, Manila
Urios College, Butuan
Velez College, Cebu
Wesleyan University, Cabanatuan
Xavier University, Cagayan de Oro

Level I

Adamson University, Manila
Colegio de Sta. Isabel, Naga
Colegio del Sagrado Corazon de Jesus,
Iloilo
De Paul College, Jaro
Divine Word College, Laoag
John B. Lacson College Foundation, Iloilo
Lorma College, San Fernando

Lyceum of Aparri, Aparri
Northern Christian College, Laoag
Notre Dame of Midsayap College,
Midsayap
Pamantasan NG Araullo, Cabanatuan
Regina Carmeli College, Malolos
San Sebastian College, Manila
Southwestern University, Cebu

St. Louis College, Tuguegarao
St. Michael's College, Iligan
University of the Assumption, San
Fernando
University of the Visayas, Cebu
Western Philippine Colleges, Batangas

*Many institutions have programs in candidacy or re-accreditation status; thus, the FAAP-certified lists change continuously. Many other institutions, including public, non-profit and proprietary institutions, have programs that can meet the standards established by the private accrediting associations, but have yet to seek accredited status. Currently, only about 18 percent of Philippine institutions have accreditation from private associations.

MINI-EVALUATION

Country **Philippines**

Institution **International University**

Credential **Bachelor of Science in Business Administration**

Assessment

The degree was issued by the International University, an institution with addresses in the Philippines, Switzerland and the United States. The University does not conduct formal classes. Degrees are awarded upon payment of a fee and submission of a resume by the applicant. As a result, the award of the degree is not backed by formal academic classwork and cannot be compared to a legitimate degree granted by accredited institutions either in the Philippines or in the United States.

Country **Philippines**

Institution **Far Eastern University**

Credential **Bachelor of Science in Medical Technology**

Assessment

Admission to this program follows high school graduation. The four-year curriculum includes theoretical instruction and one year of internship training. It is equivalent to a bachelor's degree in medical technology awarded by regionally accredited institutions in the United States.

The number of course credits completed for this degree is 158 in addition to internship training. A student enrolled at an American institution in a similar program would complete 110-112 credits of course work in addition to approximately 30 hours of internship training. Therefore, the number of credits earned must be reduced to prepare an equitable breakdown in order to arrive at the traditional 140-142 credits required for the bachelor's degree in medical technology in the U.S. To align the credit load to the American equivalent, a .70 multiplying factor is used. The grading scale used is:

Far Eastern University

1-1.4

1.5-2.4

2.5-3.0

U.S.

A

B

C

An evaluation of the last year of study is given as an example:

SUBJECT	PHILIPPINE CREDIT	FACTOR	U.S. SEMESTER CREDITS	U.S. GRADE
Clinical Chemistry	3	x .70	2	B
Parasitology	4	x .70	3	C
General Pathology	3	x .70	2	B
Hematology	4	x .70	3	C
Serology & Blood Bank	4	x .70	3	C
Clinical Microscopy	3	x .70	2	B

continued



INTERNSHIP:

Medical Microbiology & Parasitology
 Clinical Microscopy
 Clinical Chemistry I
 Hematology
 Special Tests: BMR, EKG & Nuclear Medicine
 Blood Banking
 Histotechnic
 Serology & Immunology

WEEKS

12
 10
 10
 8
 2
 4
 4
 2

(The educational assessments and equivalencies given here represent the judgment of WES).

Transcript



FAR EASTERN UNIVERSITY

Dr. Nicanor Reyes Medical Foundation

Manila, Philippines

OFFICE OF THE REGISTRAR

OFFICIAL TRANSCRIPT OF RECORD

Page..... of..... page

REFERENCE NO.....

GRADING SYSTEM	
1.00 85-100%	Excellent
1.25 82-84%	
1.50 80-81%	Very Good
1.75 78-79%	
2.00 85-86%	Good
2.25 82-84%	
2.50 80-81%	Satisfactory
2.75 78-79%	
3.00 75-77%	Passed
5.00 Below 75%	Failure
AW—Authorized withdrawal	
UN—Unauthorized withdrawal	
NCA—No credit due to absences	
DRP—Dropped from rolls for academic deficiency or disciplinary measure	

Name _____

'dd' _____

TRANSCRIPT

No

Any erasure or alteration on this Transcript renders the whole document invalid unless authenticated by the Registrar (or his Assistant).

4th Sem
 1985-86
 Clinical Chemistry 11
 Parasitology
 General Pathology
 Hematology
 Serology & Blood Bank
 Clinical Microscopy

2.25	-	3						3
2.50	-	4						4
2.25	-	3						3
2.75	-	4						4
2.50	-	4						4
2.25	-	3						3
xxxxx								
1.75	-	12	Weeks					
1.00	-	10						
1.50	-	10						
1.25	-	8						
1.75	-	2						
1.00	-	4						
1.00	-	4						
1.50	-	2						

2nd Sem
 1985-86
 to
 1st Sem
 1986-87
 Medical Microbiology & Para.
 Clinical Microscopy
 Clinical Chemistry 1
 Hematology
 Special Tests, BMR, EKG & Nucl. Med.
 Blood Banking
 Histotechnic
 Serology & Immunology
 END OF TRANSCRIPT

NCEE Percentile—Year—

CREDITS: One Foundation unit of credit is one hour of recitation, or two hours laboratory or ward work each week for the period of a complete semester.

Prepared by: R. GIANAN
 Checked by: E. V. LAUDERES

Verified by:

Accounting Department

Released on

By:

Total credits presented for graduation

Remark: Graduated with the degree of Bachelor of Science in Medical Technology on October 10, 1986 with S.O.#413-0245 s. 1987 dtd. 2-4-8

ESPERANZA URO-BALCOS, M.D.
 Registrar

